



**English Language Arts  
Grade 6  
Fall 2006**

**Response to the  
Paired Reading Selections  
Released Item #22  
Scoring Guide**



## 1B: RESPONSE TO THE PAIRED READING SELECTIONS

### DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

**22** There is only one way to solve a problem. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "The Snake in the Bottle" and "The Wise King." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

## PART 1B: CHECKLIST FOR THE RESPONSE TO THE PAIRED READING SELECTIONS

**DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 3 of your **Answer Document**.

**CHECKLIST:**

- \_\_\_\_\_ Do I take a position and clearly answer the question I was asked?
- \_\_\_\_\_ Do I support my answer with specific examples and details from *both* reading selections?
- \_\_\_\_\_ Do I show how the two reading selections are alike or connected?
- \_\_\_\_\_ Is my response complete?

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### NOTES/PLANNING

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## Michigan Educational Assessment Program

### Rubric for the Response to the Paired Reading Selections

### Grades 3–8

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**Here is an explanation of what scorers think about as they score this writing:**

- 6** The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

**Condition codes for unratable papers (zeroes):**

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

D – Retells or references the reading selections with no connection to the scenario question or theme

E – Responds to the scenario question with no reference to either of the reading selections

## Anchor Paper 1

Disagree. Because I have  
solved problems in more  
than one way. Like in the  
stories they both have  
more than one way. So there  
is more than one way.

Anchor Paper 1  
Score Point D

Responds to the question ("Disagree.") with no reference to either of the reading selections.

## Anchor Paper 2

I dissagree, There is more than one way to solve a promble. Like if you were haveing prombles with your friends you have the choice to be there friend or to not be there friend. There are many ways to solve a promble and if you dont solve it sooner or later it's just going to keep getting worse. If you have a promble you don't know how to solve try your best otherwise it is just going to keep getting worse and worse and worse until nobody can solve it. So if you have a big promble or a small promble solve it or it will keep getting worse until not even you can solve it, so fix your prombles don't Ignor them.

Anchor Paper 2  
Score Point D

Responds to the question ("*I disagree.*"), with no reference to either of the reading selections.

## Anchor Paper 3

In The Story The wise King The Kings older son lies to the King The King wants to see if his son will say I lied to you I did not divide it evenly I gave myself more property than my younger brother. and in the story The snake in The bottle there was a king and he had a lot of riches he hired a guard to make sure no one steals the riches and one day The King set The guard free and The King said you have worked for me a long time here is The riches I owed you but little did The King know was all along The guard was stealing The riches and replacing it with rocks and pebbles and The King found out and asked The guard to come back to the castle The said why do you wish to see me The King thought The guard would say sorry for stealing but he did not say sorry and The King started to tell him a story about a snake when he got stuck in the bottle he drank all The milk and he could not get out of The bottle

Anchor Paper 3  
Score Point E

Retells the reading selections with no connection to the question.

**Anchor Paper 4**

I disagree! There are lots of ways to solve a problem. For example in the story "The Snake in the Bottle", the King asked if the snake was fat from drinking milk how would he get out of the milk bottle. There are many ways he could have got out. That's why I disagree that there is only one way to solve a problem.

**Anchor Paper 4****Score Point 1**

The student takes a position on the question ("I disagree!") but only makes minimal use of ideas from The Snake in a Bottle ("... the King asked if the snake was fat from drinking Milk how would he get out of the Milk bottle."). Ideas are not developed and are unclear.



**Anchor Paper 5**

I agree that the snak in the bottle is a problem but the snak can wigle his way out of the bottle and the wise King can get all of his gold back from that men garde how tooch his gold out of the calis. and the King should of shard the gold with other people.

**Anchor Paper 5****Score Point 1**

The student attempts to support an unclear position (“I agree that the snak in the bottle is a problem . . .”) with minimal use of ideas from The Snake in a Bottle (“ . . . the snak can wigle his way out of the bottle and the wise King can get all of his gold back from that men garde how tooch his gold out of the calis.”). Ideas are not developed and are unclear.

## Anchor Paper 6

I disagree that there is only one way to solve a problem like in the snake in a bottle the king used one way to solve that problem. But there were lots more ways to solve it. Like I said he choose one way

Or also like in the wise king he used a wife way to solve them problem. But because he knew that the old son would take all the good land to himself. But the other son was honest. There were also a lot more ways to solve that problem.

So it all sums up to be that there are more than one ways to solve a problem. But it depends on what you choose and what the situation is.

Anchor Paper 6  
Score Point 1

The student takes a position on the question ("I disagree that there is only one way to solve a problem . . .") but only makes minimal use of ideas from The Wise King (" . . . he knew that the old son would take all the good land to himself. But the other son was honest.") to support it. Ideas are not developed and are unclear.

## Anchor Paper 7

I disagree that there is only one way to solve a problem. There are many ways to solve a problem and one is talk it out and another is ask someone else to help. For example if you and a friend are fighting because one friend said that the other friend said something about her you could do a lot of things. You could talk to her, ask an adult, ignore about it, or even forget about it. In The Wise King they used the thought to divide the land because the two sons were so different. In The Snake in the Bottle they had a person guard the treasure because he fought great battles and kept winning treasures. These were some examples of problem solving in fantasy. So in conclusion, there is more than one way to solve a problem if it's fantasy or not.

**Anchor Paper 7**  
**Score Point 2**

The student takes a clear position on the question ("I disagree that there is only one way to solve a problem."). There is minimal use of details from both The Wise King ("... they used the thought to divide the land because the two sons were so different.") and The Snake in a Bottle ("... they had a person guard the treasure because he fought great battles and kept winning treasures...") to support the position. The position is underdeveloped and at times the details are unclear.

## Anchor Paper 8

I disagree because, there's always more than one answer. Like in the Snake in a Bottle when the king found out that the guard took all of the treasure instead of tracking him down and making him confess he could of just threatened him or asked him or just take it back. In the wise king instead of tricking his older son he could of just seperated the land himself or tell his older son that if it was un fair that his younger son would get the better half. In both of these selections I have told you the other ways to solve the king's problems. Both of them have many more ways to solve their problems, other than the ones I told you. SO my conclusion is that there is more than one way to solve a problem.

**Anchor Paper 8**  
**Score Point 2**

The student takes a clear position on the question ("I disagree because. theres always more than one answer."). There is minimal use of ideas from both The Snake in a Bottle ("... the king found out that the guard took all of the tresure instead of tracking him down and making him confess he could of just threatend him . . .") and The Wise King ("... instead of tricking his older son he could have seperated the land himself or tell his older son that if it was un fair that his younger son would get the better half . . .") to support the position. The position is underdeveloped. The student attempts to make a connection, but simply restates the prompt.

## Anchor Paper 9

I disagree because in "the snake in the bottle"  
When the king finds out he stole the treasure  
the king said "for the snake to get out he must spit  
out all the milk" which meant to get out of the  
trouble he has to give the king all of the treasure.  
In the wise king the older son was dishonest  
so when he divided the land one side good and one  
side bad. The king knew he was going to be dishonest  
so he said he would let the younger son decide  
which side he wants. So there are many ways  
to solve a problem.

## Anchor Paper 9

## Score Point 3

The student takes a clear position on the question. ("I disagree . . .") The response makes partially successful use of ideas from both The Snake in a Bottle (" . . . the king finds out he stole the treasure the king said 'for the snake to get out he must spit out all of the milk' which meant to get out of trouble he has to give the king all of the treasure.") and The Wise King (" . . . the older son was dishonest so when he divided the land one side good and one side bad. The king knew he was going to be dishonest so he said he would let the younger son decide which side he wants.") to support the position. The position is developed with limited use of examples and details, but the details and ideas chosen show understanding of both passages.

## Anchor Paper 10

I disagree that there is only one way to solve a problem cause there is actually a couple ways to solve a problem. One way is to solve your problem for in Example I'm "The Snake in the Bottle" there was a problem and it was that the guard the king hired to watch the treasure and the guard was taking the treasure and filling it stones and pebbles until the king was to do and make. The king gave the guard a bag of treasure and told him to leave so the guard left. When he left the king found out his treasure box was full of stones and pebbles. So the king sent horse men to go out and look for him. They found him and caught up to him and told him the king wants to talk to him. They went back and the king told him a story about a Snake in a Bottle.

Anchor Paper 10  
Score Point 3

The student takes a clear position on the question ("I disagree that there is only one way to solve a problem . . ."). The response makes adequate use of ideas from The Snake in a Bottle (" . . . there was a problem and it was that the guard the king hired to watch the treasure . . . was taking the treasure . . . When he left the king found out his treasure box was full of stones and pebbles. So the King sent horse men to go out and look for him. . . . told him the king wants to talk to him. . . . the king told him a story about a Snake in a Bottle.") to support the position. The position is developed with limited use of examples and details.

## Anchor Paper 11

I disagree that problems can only be solved in one way. Problems can be solved in many different ways. I believe that there is never just one answer for any problem. Unless it is a school math problem. I think if you can think of an answer that makes sense, that's another way to think of it.

In the story, "Snake in the bottle" the guard that was guarding the King's treasure, decided to steal it all, piece by piece. When the King found out about this, he told the guard a story about a snake that went in a bottle. The king told him this so that the king could tell the guard that he knew that the guard stole the treasure. The story of the snake was just like the story that was going on. So the guard had to give all the treasure back. The King could have solved the problem by just telling the guard he knew, but he told a story instead.

In the story, "The Wise King" the King did not trust his son when he asked him to divide the land equally. So the son divided the land of the kingdom. The King knew that when his son came back, he did not divide it equally. One half for each of his sons. So then the king told the son that divided the land, "So since you divided

the kingdom easily, I will let your brother chose witch side he wanted. The king could have just divided the land himself and give the rice brother the good half, but he let his selfish son divide it. The king knew that he would do that. But the rice son ended up with good land after-all.

In these stories, the kings chose to solve the problems in different ways. That's why I think that problems are solved in many kinds and types of ways.

**Anchor Paper 11**  
**Score Point 3**

The student takes a clear position on the question. ("I disagree that problems can only be solved in one way.") The response makes adequate use of both The Snake in a Bottle ("... the guard that was guarding the Kings treasure, decided to steal it. ... the king found out ... told the guard a story about a snake that went in a bottle. The king told him this so that the king could tell the guard that he knew ... The story of the snake was just like the story that was going on. So the guard had to give all the treasure back.") and The Wise King ("... the king did not trust his son when he asked him to divide the land equally. ... the king knew that when he came back, he did not divide it equally. ... scienc you divided the land equally, I will let your brother chose witch side he wanted.") to support the position. The student chose appropriate details and ideas to show comprehension of the passages, but the attempt at a connection between the two selections is merely a restatement of the prompt.



## Anchor Paper 12

I disagree with what they said. You can solve a problem in many ways. You can get them to confess what they did or even trick them. If your going to trick them you have to be clever. In "Snake in the Bottle" and "The Wise King" the kings are clever enough to trick them. the wise king tricked the older son to make the lines of property uneven and let the younger son pick which one he wanted. The king in "Snake in the Bottle" tricked the guard by telling him a story, like what the guard did.

Everybody can solve a problem differently like the Kings did. If your going to do something like that it has to be thought out carefully.

Some more ways to solve a problem are, you can talk to them and help them fix it if they ask for help or you can fix it by hiring somebody to.

That is why I disagree that you can only solve a problem one way.

## Anchor Paper 12

## Score Point 4

The student provides a clear position on the question ("I disagree with what they said.") and makes use of details from both The Wise King ("the wise king tricked the older son to make the lines of property uneven and let the younger son pick which one he wanted.") and The Snake in a Bottle ("... tricked the guard by telling him a story, like what the guard did.") to support it. Finally, the student also makes a valid connection between the reading selections ("... the kings are clever enough to trick them."), thus providing the four necessary elements to earn a 4.

## Anchor Paper 13

I disagree. I think there is more than one way to solve problems. I think no matter what the problem you can have a number of ways you could fix the problem. I totally disagree.

This is just like the story "The Wise King." The boy lied to his father about splitting the land up between he and his younger brother. He could have talked to him, or let the other brother make the separation line between his kingdom, but instead he said "thaks son, and since you made the seperation line, your brother gets first picks on the land." He had a number of ways to solve it, and that is why I disagree.

This brings back memories of a

story I read called "Snake in the bottle." I remember the story was about a guard that stole piece by piece the King's treasure. Later on he took stones and put them in the bags to disguise the stolen money. The king did not know and said that he didn't need a guard anymore. While the guard was getting ready to leave the Kingdom, the king found out, and called him back in. He told him a story about a snake that climbed into a bottle, to drink milk. He drank it all and got fat and couldn't get out. So he needed to spit the milk out. The guard had looked up and soldiers with spears were coming toward him. This also concludes why I picked there's more than one way to solve a problem.

These two stories are alike because they have dishonesty in the stories, kingdoms with kings, and a lively, good plot. These are the reasons I choose there is more than one way to solve problems.

**Anchor Paper 13**  
**Score Point 4**

The student provides a clear position on the question (*"I disagree."*) and makes use of ideas and details from both The Wise King (*"The boy lied to his father about splitting the land up between he and his younger brother. He could have talked to him . . . since you made the seperation line, your brother gets first picks . . ."*) and The Snake in a Bottle (*" . . . a guard that stole peice by peice the kings treasure. . . . the king found out, and called him back in. He told him a story about a snake that climbed into a bottle, to drink milk. . . . couldn't get out. So he needed to spit the milk out. The guard looked up and soldiers withe spears were coming toward him."*) to support the position and to make a connection between the reading selections (*"These two stories are alike because they have dishonesty in the stories . . ."*). The position and connection are supported by examples and details, but much of the detail from The Snake in a Bottle is retelling rather than key details chosen to support the position.

## Anchor Paper 14

I disagree, there is more than one way to solve a problem. For example, in the story "The Wise King" the king knew that his older, less fair son would be dishonest. So in order for the splitting of the land to be fair the king took the half intended for the older son and gave it to the younger son. Another example is that in the story "The Snake in the Bottle" once the king found that his treasure was pebbles he called the guard back. After he did this he compared what really happened to a story to get the guard to admit his dishonesty. In different ways both kings were extremely clever. The king from "The Snake in the Bottle" by talking about a animal in place of the guard in order to set the guard to tell him what he wanted to know. Also the king from "The Wise King" was clever by having the dishonest son split the land and instead of giving the better half to the older son he gave it to the younger son. A real life example is math, if the only way to get 25 was by  $5 \times 5$  it would be bad. This is because

$10+15$  also equals 25, along with  $5+5+5+5+5 = 25$ .  
So in both stories and real life there  
is more than one way to solve a problem.

**Anchor Paper 14**  
**Score Point 4**

The student makes adequate use of ideas from both The Wise King (“... the king knew that his older, less fair son would be dishonest. So in order for the splitting of the land to be fair the king took the half intended for the older son and gave it to the younger son. . . . was clever by having the dishonest son split the land . . .”) and The Snake in a Bottle (“... the king found that his treasure was pebbles he called the guard back. . . . he compared what really happened to a story to get the guard to admit his dishonesty. . . . talking about a animal in the place of the guard . . .”) to support a position on the question (“I disagree”) and to make a connection between the reading selections (“both kings were extremely clever”). The position and connection are supported by some examples and details.

## Anchor Paper 15

I do believe that there is only one way to solve a problem. In *The Snake And The Bottle* the king found out that his guard was stealing from him. Now, the king could have just said right out "I know you are stealing from and I want my treasure back," but I think the guard would have denied it still. Instead the king being as clever as he was decided to show the guard that he was clever and there was no way the guard would get away. He did this by telling the guard to give back the treasure through a story, a story that said "Give back what you took or you will be paying me back for a long time." And in *The Wise King* the king had to figure out how to divide his land without his greedy older son ripping off his younger son. He simply let his older son divide the land knowing he would do it unequally and then let his younger have the bigger half. If he had done it any other way the land would have been divided but the older son wouldn't have learned his lesson. As you can see in both stories there were clever kings who figured out ways to make things come out right. And that is why I think that there is only one right way to solve a problem.

**Anchor Paper 15**  
**Score Point 5**

The student makes meaningful use of key ideas from both The Snake in a Bottle (“ . . . the king found out his guard was stealing from him. . . . the king being as clever as he was decided to show the guard that he was clever and there was no way the guard would get away. He did this by telling the guard to give back the treasure through a story . . .”) and The Wise King (“ . . . the king had to figure out how to divide his land without his greedy older son ripping off his younger son. He simply let his older son divide the land knowing he would do it unequally and then let his younger have the bigger half. If he had done it any other way the land would have been divided but the older son wouldn’t have learned his lesson.”) to support a position on the question (“I do belief that there is only one way to solve a problem. . . . only one right way . . .”) and to make a clear connection between the reading selections (“ . . . there were clever kings who figured out ways to make things come out right.”). The position and connection are well developed with appropriate examples and details Relationships among ideas are clear.



## Anchor Paper 16

There is more than just one way to solve a problem. In the stories "The Wise King" and "The Snake In The Bottle," the kings used very clever ways to solve problems. "The Wise King" is about a dishonest son, while in "The Snake In The Bottle" is about a dishonest guard.

In "The Wise King," there's a king who tells his most selfish son to go divide the lands evenly. The selfish son thinks that he's picking who gets what land, so he divides it unfairly. The best side for him and the worst side for his brother. When the selfish son is done dividing the land, the king asks the selfish son, "Have you divided the land fairly?" the selfish son answers yes then the king sent out the other son out to go pick out his land. So in "The Wise King," the king tricks his selfish son to solve a problem.

"The Snake In The Bottle" is about a guard who protects the king's treasures, but eventually takes some of the treasure. When the king returns he retires the guard not knowing what he did. Not long after he retired the guard he found out that the guard stole some of his treasures. When the guard comes back to the king, the king tells him a story of a snake stuck in a bottle. The story the king told referred to the guard's actions.

That was another clever way to solve dishonesty.

As you see, both stories had the same problem, which was people being dishonest and selfish. Yet both stories told of a different way they solved their problems. Both stories prove that there is more than just one way to solve a problem.

**Anchor Paper 16**  
**Score Point 5**

The student makes meaningful use of key ideas from both The Wise King (“... tells his most selfish son to go divide the land evenly. The selfish son thinks that he is picking who gets what land, so he divides it unfairly. ... the king sent out the other son out to go pick his land. ... the king tricks his selfish son to solve a problem.”) and The Snake in a Bottle (“... a gaurd ... takes some of the treasure. ... he found out that the gaurd stole some of his treasures. ... the king tells him a story of a snake stuck in a bottle. The story the king told referred to the gaurds actions.”) to support a position on the question (“There is more than just one way to solve a problem.”) and to make a several clear connections between the reading selections (“... the kings used very clever ways to solve problems. ... is about a dishonest son ... is about a dishonest gaurd. ... both stories had the same problem people being dishonest and selfish.”). The position and connection are well developed with appropriate examples and details. Relationships among ideas are clear.

## Anchor Paper 17

I disagree that there is only one way to solve a problem. I believe that because both kings in the story use a different way to solve their problem. In the story "The Snake in the Bottle," the king brings the gourd back to the castle. At the castle, the king tells the gourd a story about a snake who drinks all of this milk and the snake gets trapped because he is fat. Then the king asks the gourd what the snake has to do to get out of the jug alive, and the gourd says the snake will have to spit out all of the milk he stole. The king means the gourd is the snake and he'll have to put back all of the "milk" or treasure to live, because the king surrounds the gourd with men and pointed spears, etc.

In the story "The Wise King," the king knows that the eldest son will be greedy and take all of the good land. The king tells the eldest to divide the land evenly. Knowing that the eldest will stake the best land as one half and the bad land as another, the eldest thinks he'll get that land because he staked it. When the son gets back the king says,

to the eldest if he staked the land fairly and the eldest says yes. Then the king lets the youngest pick his land first. The king knew the eldest would be greedy and so he tricked him.

The two stories both have a greedy person who is tricked and doesn't get what wanted. Both stories have smart kings who solve the problem of greediness in two different ways. The king from "The Snake in the Bottle" uses a story to solve the problem, and the king from "The Wise King" uses prior knowledge to solve the problem.

So, problems can be solved those 2 ways, and many other ways.

**Anchor Paper 17**  
**Score Point 6**

The student clearly and effectively chooses key or important ideas from both The Snake in a Bottle ("... tells the guard a story about a snake who drinks all of this milk and the snake gets trapped because he is fat. ... The king means the guard is the snake and he'll have to put back all of the 'milk' or treasure to live, because the king surrounds the guard with men and pointed spears.") and The Wise King ("... the king knows the eldest son will be greedy and take all of the good land. The king tells his eldest to divide the land evenly. ... the eldest thinks he'll get the land because he staked it. ... the king says, to the eldest if he staked it fairly and the eldest says yes. ... lets the youngest pick his land first first. ... tricked him.") to support a position on the question ("I disagree that there is only one way to solve a problem.") and to make two clear connections between the reading selections ("... both have a greedy person who is tricked and doesn't get what he wanted. Both stories have smart kings who solve the problem of greediness in two different ways"). The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas.